



California Health Sciences University

CHSU PROFESSIONALISM POLICY

I. POLICY STATEMENT

California Health Sciences University ("CHSU") is committed to creating an environment that is optimal for learning, teaching, conducting research and providing clinical care. To achieve and sustain this, CHSU expects students, staff and faculty to display professionalism, both individually and collectively, in all their interactions with each other, with patients and their families, with colleagues, with other professions and with members of the public.

Health care professionals, and by CHSU students, have privileged positions in society. Professionalism is central to the ethos of both the practice of health care and conduct of research and an expression of our commitment to patients and society. An important aspect of any professional educational curriculum is the development of professional behaviors and role identity. To this end, CHSU takes the professional conduct of its faculty, staff and students seriously. Unprofessional behavior presents a potential danger to the provision of good patient care and negatively impacts the credibility of the profession. Students, faculty and staff must display good judgment, a sense of responsibility and morality, sensitivity and compassion for individual needs, and the ability to synthesize and apply knowledge. Faculty and staff are responsible for applying these professionalism principles to their own work, helping to set an example of appropriate conduct for students. Students are responsible for demonstrating that they are capable of becoming safe and effective health care professionals.

Recognizing the responsibility to develop appropriate professional behaviors, CHSU sets expectations for professional conduct and evaluates students in this sphere to document satisfactory acquisition of these important behaviors. Professionalism includes honesty, respect for faculty, staff and students, and behavior in public that is not embarrassing to the ideals of the one's health care profession. Continual self-reflection about one's attitudes and behaviors must occur as one strives to be a better professional.

Faculty, staff and students should strive to model professional behaviors as a mode to ensure quality patient care and growth of the profession. CHSU's goal is that all students who exhibit unprofessional behavior understand why such behavior was unprofessional and acquire skills/strategies to prevent from engaging in such unprofessional behavior in the future. Students identified as exhibiting unprofessional behaviors may be provided with remediation opportunities based on the severity of the conduct that occurred. Students, staff or faculty who exhibit a documented recurring pattern of unprofessional behavior or have a single incident



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of serious unprofessional behavior may be disciplined accordingly, up to and including termination or dismissal. Components of professional behavior for faculty, staff and students are described below.

II. TEAM-ORIENTED APPROACH

- a. Helps colleagues and team members who are in need of assistance.
- b. Takes on extra work to help the team.
- c. Serves as a knowledge or skill resource to others.
- d. Advocates for policies, practices and procedures that will benefit patients,

III. HONOR AND INTEGRITY

- a. Admits responsibility for errors and takes steps to rectify the error and prevent reoccurrence.
- b. Deals with confidential information appropriately.
- c. Does not misuse resources.
- d. Attributes ideas and contributions appropriately for the work of others.
- e. Upholds ethical standards in research and scholarly activity.
- f. Requests help when needed.

IV. PATIENT CENTEREDNESS

- a. Maintains disciplined coordination of inter-professional care of the whole patient-in the context of knowledge, beliefs, values, relationships and goals.
- b. Shows compassion to patients and maintains appropriate boundaries in professional relationships
- c. Responds to patient's needs in an appropriate way.
- d. Inspires confidence in patients by proper preparation for clinical tasks and procedures
- e. Develops a trusting relationship with the patient and the patient's family (if applicable) by listening.
- f. Endures inconvenience to accommodate patient needs.

V. PATIENT SAFETY

- a. Optimizes patient comfort, privacy, and safety at all times.
- b. Provides patients with health-related information to share professional knowledge so that patients may fully understand their illness and the care that they will receive, improve their decision- making processes, and control their care.



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- c. Participates in education and training to strengthen knowledge and expertise in patient safety, improve communication and teamwork skills, and develop threat and error management skills
- d. Discloses mistakes and errors to patients and families in a timely manner.

VI. CULTURAL COMPETENCE

- a. Demonstrates value for and understanding of individuals and cultures to ensure effective and appropriate interaction so that others feel respected.
- b. Treats the patient as an individual and considers lifestyle, beliefs and cultural support systems.
- c. Applies cultural knowledge to the delivery of patient care so that this care is given in a way which is sensitive to the needs of the individual patient.
- d. Demonstrates an understanding of the manner in which people of diverse cultures and beliefs perceive health and illness and respond to various symptoms, disease and treatments.

VII. RESPECT

- a. Respects all institutional faculty and staff.
- b. Adheres to institutional and departmental policies and procedures.
- c. Displays compassion and respect for all patients even under difficult circumstances.
- d. Discusses patients/faculty/colleagues without inappropriate labels or comments and with proper respect regardless of race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region.

VIII. RESPONSIBILITY AND ACCOUNTABILITY

- a. Presents self in an appropriate manner to patients and colleagues.
- b. Dresses in an appropriate and professional manner.
- c. Completes assignments and tasks in a timely manner.
- d. Responds promptly when called, paged or emailed.
- e. Intervenes when unprofessional behavior of others presents is observed.
- f. Uses resources effectively.
- g. Makes valuable contributions to class, rounds and group interactions.
- h. Elicits patient's understanding to ensure accurate communication of information.
- i. Facilitates conflict resolution.
- j. Remains flexible to changing circumstances and unanticipated changes.
- k. Balances personal needs and patient responsibilities.



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- l. Provides constructive feedback.
- m. Has internal focus and direction, sets goals to achieve excellence.
- n. Maintains composure under difficult situations.

IX. INTERPROFESSIONAL COLLABORATION AND PRACTICE

- a. Takes initiative in organizing, participating and collaborating with peer groups and faculty with the common goal of building safer outcomes for patients.
- b. Participates constructively as a team member in inter-professional collaborative practice.
- c. Proactively establishes reliable structures and processes to support planning, information sharing and decision-making, and action to optimize patient care processes and outcomes.
- d. Promotes dialogue to create a more collaborative practice.
- e. Reflects and develops ways of practicing that provides an integrated and cohesive answer to the needs of the patients.
- f. Seeks learning opportunities, with and about other health care professions and is proactive in breaking down silos.
- g. Looks for opportunities to integrate care at a systematic level.

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- Policy Owner: Provost
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